Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 19 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r19).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 18 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 26, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Savannah State University |
| Applicant name | Margaret Cox |
| Applicant email | coxm@savannahstate.edu |
| Applicant position/title | Assistant Professor of English |
| Submitter name |  |
| Submitter email |  |
| Submitter position/title |  |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Margaret Cox | [coxm@savannahstate.edu](mailto:coxm@savannahstate.edu) |
| Team member 2 | Patricia West | [westp@savannahstate.edu](mailto:westp@savannahstate.edu) |
| Team member 3 |  |  |
| Team member 4 |  |  |
| Team member 5 |  |  |
| Team member 6 |  |  |

If you have any more team members to add, please enter their names and email addresses in the text box below.

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|  |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:*   * *Departmental Scaling Projects* * *Student Participation in Materials Evaluation and/or Development* |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | $12,321 |
| Final Semester of Project | *Spring 2022* |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *No* |

# Impact Data

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | African American Literature (ENGL 2140) |
| N/A | Course instructor | Margaret Cox |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of affected course sections scheduled in a summer semester | 0 |
| 3 | Average number of affected course sections scheduled in a fall semester | 3 |
| 4 | Average number of affected course sections scheduled in a spring semester | 3 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 6 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 180 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *Norton Anthology of African American Literature* 2nd edition; Henry Louis Gates Jr.; $67.25 (used), there are no new copies for the 2nd edition; W. W. Norton & Company;  <https://www.bkstr.com/savannahstatestore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=ENGL&courseDisplayName=2140&sectionDisplayName=03&programId=3807&termId=100064835> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $67.25 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $67.25 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $12,105 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | African American Literature (ENGL 2140) |
| N/A | Course instructor | Patricia West |
| 1 | Average number of students enrolled per section | 30 |
| 2 | Average number of course sections scheduled in a summer semester | 1 |
| 3 | Average number of course sections scheduled in a fall semester | 2 |
| 4 | Average number of course sections scheduled in a spring semester | 3 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 6 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 180 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *Norton Anthology of African American Literature* 2nd edition; Henry Louis Gates Jr.; $67.25 (used), there are no new copies for the 2nd edition; W. W. Norton & Company;  <https://www.bkstr.com/savannahstatestore/course-materials-results?shopBy=course&divisionDisplayName=&departmentDisplayName=ENGL&courseDisplayName=2140&sectionDisplayName=05&programId=3807&termId=100064835> |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $67.25 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $67.25 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $12,105 |

# Narrative Section

## 1. Project Goals

The COVID-19 pandemic has affected the economy and noticeably impacted college students. U.S. Bureau of Labor Statistics reports that in July 2020, there were 1.9 million more unemployed 16- to 24-year-olds than in July 2019. Many working students are employed in the leisure and hospitality industry (including food services), where employment dropped 24%. This industry was particularly affected by coronavirus pandemic-related job loss. College related costs such as textbooks has become even more concerning than they were previously. The price of the current textbook used in African American Literature (ENGL 2140) at Savannah State University, *Norton Anthology of African American Literature*, is $67.25. The creation of an OER as an alternative would result in savings and significant improvement in student retention and success, especially for working students. They would have one less issue to worry about in these challenging times.

The implementation of an OER would not only provide flexibility in teaching methodology; it would also improve student learning outcomes. Instructors aim for students to analyze rhetorical components of works created by African Americans; and identify critical moments in American cultural, social, and political histories relevant to the African American literary tradition. It is recognized that timely social justice issues such as the Black Lives Matter movement are rapidly becoming a part of that literary tradition through written pieces, speeches, and filmed work. Frequent updates to course materials are necessary, and the turnaround time for the publication of a new edition of a traditional textbook does not keep up with recent developments in cultural, social, and political history. An eBook consisting of open educational resources is a viable solution.

The proposed eBook will consist of early literature available in the public domain; links to literary pieces from later periods and contemporary articles published in scholarly journals such as *Callaloo* and *African American Review*, accessible through GALILEO databases; links to content provided by a variety of nonprofit digital publishers such as Poetry Foundation; and links to documentaries available from Films on Demand, also accessible through GALILEO.

Regarding library resources, recognizing that journal articles and other sources of electronic materials fall under all-rights-reserved copyright, these materials will *not* be embedded in the eBook itself. Rather, students will be provided with citation information as well as links that will give them access to journal articles and other electronic materials. For instance, students throughout the University System of Georgia have access to GALILEO. In the eBook, upon clicking on the link associated with the journal article or other electronic material, students would need to enter the required credentials affiliated with their institute—a username and password. In this way, the rights of the creators of the pieces remain protected as students receive *guided* access to materials already available to them as students.

Additionally, original videos about criticism and theory, literary movements, and major writers will be embedded in the eBook. This will serve as an opportunity to engage students who are currently enrolled in and/or have recently graduated from the English program. They will participate in content creation through video narration and performance. Student participation will demonstrate that students are also stakeholders in this project.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

* *A description of the current state of the course, department, and/or institution if relevant.*
* *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

Savannah State University has a total undergraduate enrollment of 3,503, its setting is city, and the campus size is 201 acres. It utilizes a semester-based academic calendar. Its in-state tuition and fees are $5,999; out-of-state tuition and fees are $19,401. The mission of the Department of English, Languages, and Cultures is to offer a multidisciplinary, student-centered approach to learning that enriches the whole person and the larger community. Through programs in writing, literature, and global languages and cultures, the department provides the strong foundation of a liberal arts education rooted in the Africana traditions. The department engages learners in a high level of scholarly and creative work, develops critical and creative thinking and communication skills, and fosters a desire for life-long learning, self-efficacy, and civic involvement.

The catalog describes English 2140 (African American Literature) as a “Survey of important works of African American literature.” Five sections of the course run in the fall semester, six in the spring semester, and one in the extended summer session, with an average enrollment of 30 student per section. The current required textbook is *Norton Anthology of African American Literature*, which costs $67.25. If a no-cost eBook replaces the traditional textbook, students would save up to $24,210 each academic year.

Studies show that OER that contain interactive features such as video, animation, and sound, tend to improve student engagement and performance (Lim 2017). Furthermore, from a pedagogical standpoint, the multiple modalities that will exist in the newly created eBook reflects what educational research has proven regarding multi-modal approaches aligning well with the learning styles of the current population of college students. According to Michael Wesch, “it becomes less important for students to know, memorize, or recall information, and more important for them to be able to find, sort, analyze, share, discuss, critique, and create information. They need to move from being simply knowledgeable to being knowledge-able.”

## 3. Action Plan

Margaret Cox, Principal Investigator (effort = 2/3 month). Margaret Cox will be responsible for compiling a list of content provided by a variety of nonprofit digital publishers as well as documentaries available via Films on Demand. She will be responsible for the scripting, filming, and editing of original videos about criticism and theory, literary movements, and major writers. Margaret Cox will also create 360-degree interactive video activities using Adobe Captivate. She will embed all videos created by her and Patricia West in the eBook.

Patricia West, Co-Investigator (effort = 2/3 month). Patricia West will be responsible for compiling a list of early works of African American Literature that are in the public domain, as well as a list of scholarly articles and contemporary pieces found in academic journals in the GALILEO databases. She will also craft discussion questions and generate activities for sections of the eBook. She will also create interactive quizzes and assignments using Adobe Captivate.

Such content and activities would also benefit students who require accommodations with the inclusion of descriptive figure captions on images and accurate transcript captioning on videos. The eBook will be added to Affordable Learning Georgia’s repository, so that it may be available to all students across the University System of Georgia.

## 4. Quantitative and Qualitative Measures

Quizzes, exams, and writing assignments serve as quantitative measurements of student participation and performance. D2L/Brightspace, the learning management system will be used to track a learners' overall progress as a class and individually with the Class Progress tool, and track the knowledge learners acquire as they learn with the Competencies tool. Qualitative measures will be administered and recorded in the form of a student satisfaction survey. IRB (Institutional Review Board) approval will be obtained in April 2021.

## 5. Timeline

## Preliminary Phase: April 2021

## Contact Institutional Review Board (IRB) to request review and approval for new research.

## Create survey and research instrument.

## Obtain Approval from IRB.

## Phase I: August – December 2021

## August: Create book template. Collect and organize digital literary pieces and articles; add to book template. Write video scripts. Recruit students for video narration and performance.

## September: Shoot videos of students. Craft discussion questions and generate activities for sections of the eBook.

## October: Create 360-degree interactive video activities. Create interactive quizzes and assignments.

## November: Commence video editing process. Edit written content in eBook.

## December: Finish editing videos. Embed videos in eBook. Write and submit progress report.

## Phase II: January – May 2022

## January: Electronically distribute a consent form notifying students that the course is part of voluntary educational study. Make the eBook available in the D2L/Brightspace learning management system to four sections of African American Literature. Assign the traditional textbook to 2 sections of the course.

## February-April: Measure student participation and performance based on activities and assignments.

## May: Compare the results of participation and performance between course sections where the no-cost eBook was utilized vs. course sections in which the traditional textbook was used. Draft and submit final report.

## 6. Budget

## Cox, Margaret - AY stipend $3,817

## West, Patricia - AY stipend $3,817

## $7,634

## Fringe 0.31 $1,183

## $1,183 $2,367

## student stipends $1,520

## Other software - Adobe - 2 licenses $800

## Total $12,321

## 7. Sustainability Plan

After implementing the use of a no-cost eBook in all sections of African American Literature at Savannah State University, Margaret Cox and Patricia West will make periodic updates to the content to keep up with the latest developments in African American literature and scholarship related to cultural, social, and political issues; and also ensure that all external web links to various pieces are functional. As stakeholders in the Department of English, Languages, and Cultures, they and their colleagues are committed to promoting implementing the use of a no-cost eBook in all sections of African American Literature. Information about the results of this project will be disseminated at virtual and in-person conferences in the future; as well as through scholarly publication.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| *Nicholas Silberg* |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

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| *Nancy Riggs* |